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# CITIZENSHIP TRAINING

# IN

# HIGH SCHOOLS

Submitted by

Herbert Hildreth Archibald

(B.S. Massachusetts State College, 1915)

In partial fulfillment of requirements for the degree of
Master of Education
1936

First Reader: Roy O. Billett, Professor of Education
Second Reader: Jesse B. Davis, Professor of Education
Third Reader: Franklin C. Roberts, Associate Professor of Education

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# CHAPTER I

## THE NEED OF CITIZENSHIP TRAINING

### Citizenship and the School

The general situation.—Two years of war, ten years of inflation with out-of-proportion values, followed by seven years of man-made and totally unnecessary depression give ample background, expanse of time, and a variety of experiences which make us wonder what kind of citizenship we have been dealing with in the past quarter century.

Results of citizenship training.—It seems an undebatable point that all of our current troubles and those recently passed could have been avoided through carefully directed training in the duties of citizenship through our public and private schools. True it is, educators have pointed out, in the last twenty-five years, many instances where specific training toward citizenship has progressed and has made rapid strides, but who can find any difficulty at all in locating example after example of the disastrous results of poor citizenship training? Does our country's crime record speak well for our citizenship training? What about racketeers, wholesale robberies, kidnappings, and corruption in politics?

## Definitions of Citizenship

Attempts at definitions.—In the first place, what is citizenship? How shall we define it? What has education to do with citizenship? Is there any better place than in our schools to prepare for a better citizenship? These are interesting questions and must be answered before going into the question of citizenship training in our high schools.

For many years writers and students of education have found great difficulty in arriving at a universally accepted definition of citizenship.

We might say a good citizen must know the laws and obey them, but when we consider that about twenty thousand laws are passed each year it is readily seen that many of us who would like to be regarded good citizens, under that classification, could not qualify.

We could agree that a good citizen is one who respects all duly constituted authority. What can be said then of the man who wins an election after taking open exception to the established political order of the day? Must a man follow blindly, and never question, the ruling powers in order to be a good citizen?

We have heard in like manner that a good citizen is one who would fight and die, if need be, in the nation's cause. Does it matter what the cause might be? Certainly

plenty of scoundrels are in existence right now who would gladly go to war were the munition manufacturers able to offer, through the government, a good fee for their services. Would they become good citizens because of their willingness to "die in the nation's cause"?

Once more, it has been believed that a good citizen should know his country's history, and be proud of it. It seems ludicrous that anyone should be so unmindful of the fact that historians, particularly those of the past half-century and up to the last decade, have not been permitted to tell all that goes to make history.

Furthermore, it has been agreed that a good citizen is one who conforms to the usage of the society in which he moves. What about some of our country's outstanding leaders, Washington and Lincoln, for example? Shall we say that they were deficient in citizenship qualities?

Substitutes for definitions.—Certain traits or subdivisions of citizenship are, on occasions, listed to amplify definitions of the word. Take for instance, "co-operation". We have heard that a good citizen should always co-operate. But is co-operation without thinking, vision, power of discernment what we seek? No, we can readily agree that to follow, and co-operate with, a demagog, a radical, a dictator, or an anarchist would not constitute real citizenship.

Other exemplary civic virtues such as obedience, in-

dustry, perseverance, calmness, diligence, and the like have been referred to as necessary attributes and possessions of the good citizen. Surely a good crook or superior gangster has to have these among his kit! We are not helped, then, by listing desirable traits, for the selfsame traits, commendable to the good citizen, are equally useful to the undesirables. Is it not true that a healthy public enemy is more dangerous than a sick one? Blind cooperation is of no great value to any generation.

## Need of Applied Citizenship

Theory and practice.—Yes, we have had too much generalization when we regard this matter of citizenship and the theories underlying the training of the good citizen. Our emphasis has been placed on abstract traits of character, and we have neglected to tie in such traits with the desired and ultimate objective, that of worthy membership in the society of one's own community. What we need now, and need most urgently, is a training which will give the individual the ability and desire to function as a unit of sovereignty with efficiency. To do this, yes, under all circumstances, in time of depression as well as prosperity, under Republican, or Democratic, or some other rule, and, as many now feel, in times chaotic in just the same manner as in times peaceful and harmonious.

An acceptable definition.—One very good definition

that has come to the writer's attention runs as follows: "The good citizen must possess a genuine interest in the welfare of mankind."[1] The author shows that the expression of such interest should be guided "by the scientific temper," which, he explains in his "How We Think", is none other than the ability to analyze in terms of rational thinking. Regard for the general welfare of mankind, or devotion to the commonwealth, must be closely guided by a high degree of intelligence. This is where my second question comes in for consideration: "What has education to do with citizenship?"

Before getting into that phase of this thesis, however, let us once more clearly define citizenship in light of what has been accepted. A good citizen is he who, directed by sound, rational thinking and critical analysis, functions efficiently as a member of society and gives to it a devoted and unselfish interest for the welfare of mankind.

1/ John Dewey, How We Think. D. C. Heath Company, Boston, 1927. Chapter IV, p. 171.

## CHAPTER II

## THINKING, AN IMPORTANT FACTOR IN CITIZENSHIP

### Thinking Versus Factual Knowledge

Schools and thinking.—How to think rationally is indeed the job of our schools and all educational agencies. Edward A. Filene recently told a group of educators assembled at Buffalo, New York:

"You do not want to tell your students what to think. You want to teach them how to think -- how to separate truth from error -- which means in the last analysis, how to find facts and how to use them for the achievement of a more abundant life."[1] This should begin as soon as the child enters the first grade and continue with ever increasing energy and direction through school, college, and into adult life -- yes, we should never stop striving to improve the character, particularly the depth and soundness, of our thinking. If the high schools of today could, in all fairness, claim that they are teaching boys and girls to think and think through problems, we would be far better satisfied that they were making progress in the direction of training for better citizenship. We have, it must be admitted, labored long under the assumption that the attributes of good citizenship would follow a careful study of a more carefully selected list of subjects. Doctor

1/Edward A. Filene, "Schools of Today", an address to New England Superintendents Association, Buffalo, New York, October, 1935.

Thomas H. Briggs of Columbia University has said in his "Propaganda and Curriculum" that this fault in our teaching is nowhere more in evidence than in the teaching for the improvement of citizenship.[1] He says we have attempted to train children in the duties of citizenship by means of teaching them the chronology of war and politics; we have taught them the framework of various governments with only occasional glimpses of our present-day problems and of human impulses at work.

Subject matter no stimulus to thinking.—Subject matter, even perfectly learned, will not make for rational thinking; it must have a close tie-up to our every-day world; it must be in terms of our own experiences if it is to be of any value in contributing to a better understanding of citizenship. We must throw out, as no longer useful, our regard and respect for the teaching of abstract subject matter so often gained by memorization technique. We must educate for more thinking, more sound reasoning, before we can look for an improved citizenry.

Lack of effectiveness of our citizenship training.—Now for a picture of what our high schools are doing in the direction of citizenship training -- just how far have the high schools gone in this all important field of teaching? The fairest answer we can give after a careful

1/T. H. Briggs, "Propaganda and Curriculum", Teachers College Record, 34: 468 - 480, March, 1933.

check-up of the high schools in one hundred nineteen cities and towns is "not far enough". Indeed, many high school administrators feel that we have made little or no progress toward better citizenship training, and have concluded that we are now losing ground.

## CHAPTER III

## CITIZENSHIP TRAINING IN ONE HUNDRED NINETEEN HIGH SCHOOLS

### The Survey

The procedure.—A comprehensive check-list on "Training for Citizenship in High Schools" was sent to one hundred three Massachusetts high schools picked at random to represent all sizes of schools in the State; also, it was sent to forty-eight selected schools in other States, these latter schools having been recommended by state commissioners of education and schools of education as schools which have made outstanding progress in the teaching of citizenship. From the 103 Massachusetts schools, 93 completed check-lists were returned; and from the 48 schools in other States, 26 checking lists came back properly filled out. This total of 119 replies gave the basis for many interesting studies and comparisons, the sum total of which make for some very definite conclusions and recommendations.

Comparison of Massachusetts with other States.—My study has been conducted in two-fold manner; first I wish to show general trends the country over, and second I have desired to show what the Massachusetts schools are doing

as compared with the selected schools outside of our State.

Greater attention to citizenship training.—In schools outside of Massachusetts, 88 per cent of the respondents felt the need of doing more by way of training for citizenship, while 91 per cent of the Massachusetts schools signified a desire for increased instruction in this direction. Very nearly the same feeling existed in spite of the selected group outside our State who are supposed to be, and are, doing more to train their boys and girls in the duties of good citizenship. Conversely, eight and seven per cent respectively felt satisfied that enough is now being done. It is interesting to note that the vast majority of high school principals and headmasters who filled out the check-lists strongly feel the need of increased attention to instruction in citizenship in their schools.

Incentives to good citizenship insufficient.—In like manner, the question as to whether incentives are regarded as sufficient finds out-of-State schools 81 per cent in the negative while 73 per cent of Massachusetts schools are so minded, it being a little less emphatic that we should create more incentives for our boys and girls to hold a high regard for the value of this training. Nineteen per cent or five schools out-of-State feel satisfied that we are already providing sufficient incentive for good citizenship, and 18 out of 93 Massachusetts schools, or 19 per cent, feel the same on this point -- surely a clear indi-

cation that we should do more to focus attention toward better citizenship.

Table 1. Numbers and Percentages of Schoolmen in Massachusetts High Schools and in High Schools of Other States Expressing Opinions Concerning Certain General Aspects of Local Programs of Citizenship Training.

| Opinions Concerning General Aspects of Local Programs for Instruction in Citizenship. | Numbers and Percentages of Schoolmen Expressing Each Point of View. | | | |
|---|---|---|---|---|
| | Massachusetts High Schools | | High Schools of Other States | |
| | Number | Percent | Number | Percent |
| (1) | (2) | (3) | (4) | (5) |
| 1. Increased attention needed | 85 | 91 | 23 | 88 |
| 2. Present incentives toward good citizenship satisfactory | 18 | 19 | 5 | 19 |
| 3. Students realize citizenship responsibilities. | 43 | 47 | 15 | 57 |

Realization of citizenship responsibilities.—As to whether or not students sense their responsibilities of citizenship, an allied topic here, the results of this study shows that slightly less than half of the respondents seem satisfied that pupils are citizenship conscious. Fifteen, or 58 per cent of out-of-State school men feel this way; whereas forty-three, or 47 per cent of Massachusetts high school principals concur. Twenty and thirty per cent, respectively, feel sure that students do not fully sense

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| | Number | Percent | Number | Percent |
| (1) | (2) | (3) | (4) | (5) |
| 1. Increased attention needed | 85 | 91 | 23 | 88 |
| 2. Present incentives toward good citizenship satisfactory | 18 | 10 | 5 | 19 |
| 3. Students realize citizenship responsibilities. | 43 | 47 | 15 | 57 |

Realization of citizenship responsibilities.—As to whether or not students sense their responsibilities of citizenship, an allied topic where, the results of this study shows that slightly less than half of the respondents seem satisfied that pupils are citizenship conscious. Fifteen, or 58 per cent of out-of-state school men feel this way; whereas forty-three, or 47 per cent of Massachusetts high school principals concur. Twenty and thirty per cent, respectively, feel sure that students do not fully sense

their responsibilities as citizens. Twenty-three per cent of each group are undecided on this point.

It may or may not be of some significance to point out that notwithstanding 57 per cent of the out-of-State men feel satisfied that their pupils sense their civic responsibilities, 88 per cent feel that we should increase our attention to this important field of training.

Of those schools that answered negatively concerning the development of citizenship responsibilities, (five of the out-of-State group and twenty-eight of the Massachusetts group) all of the out-of-State and nineteen out of twenty-two Massachusetts schools said they were seeking aid on the problem. Fifteen of these twenty-eight local schools have introduced Civic Arts or Civic Curricula, hoping, thereby, to increase their citizenship training.

Table 2. Numbers and Percentages of Schoolmen in Massachusetts High Schools and in High Schools of Other States Reporting Various Means of Making Students Aware of Their Citizenship Responsibilities.

| | Numbers and Percentages of Schoolmen Introducing Various Types of Solutions. | | | |
|---|---|---|---|---|
| | Massachusetts High Schools 28 Schools | | High Schools of Other States 5 Schools | |
| | Number | Percent | Number | Percent |
| (1) | (2) | (3) | (4) | (5) |
| 1. Civic Curriculum introduced | 15 | 53 | 5 | 100 |
| 2. Marking Citizenship on report cards | 13 | 46 | 5 | 100 |
| 3. Seeking some practical plan of instruction | 19 | 68 | 5 | 100 |
| 4. Stressing character training | 16 | 57 | 5 | 100 |
| 5. Nothing | 0 | 0 | 0 | 0 |
| 6. Other means (miscellaneous) | 6 | 21 | 3 | 60 |

Functioning of present instruction in citizenship.—

Passing on to the functioning of citizenship training as related to the student's school life----in other words, the "proof of the pudding"----, we see still further evidences of insufficient teaching in this direction. From the schools in States other than Massachusetts comes the report that twenty-three, or 88 per cent, feel that the citizenship training is functioning only to a "limited degree." Three schools, or 11 per cent of all schools in this group, say that the

training is producing "all that could be desired" by way of results. In the Massachusetts group of schools, seventy-seven schools, or 82 per cent feel as did the vast majority of out-of-State schools, that "to a limited degree" was as far as they safely could go when describing the extent of functioning of this citizenship training. In this Massachusetts group there were seven schools, or 7.5 per cent, whose principals claimed the citizenship training "very inadequate", and six school-men, representing 6.5 per cent of the respondents, rate the citizenship instruction "all that could be desired." None of the out-of-State group claims "very inadequate" citizenship preparation.

Comparison of large and small schools.—It is interesting to note, on this point, also, that the principals of large schools feel better satisfied with the results of their citizenship training than do the men representing the medium and small-sized schools. The high schools in the survey have been classified into large, medium-sized, and small schools; schools having one thousand pupils or over being called the large schools; two hundred to one thousand, the medium-sized schools; and under two hundred, the small high schools. All nine of the principals reporting favorably on this point, saying that citizenship training was functioning "all that could be desired", came from the ranks of the forty-six large schools. On the contrary, six of the seven schoolmen reporting the citizenship training as "very

inadequate" were from the seventeen small high schools. There was only one school from the fifty-six medium-sized schools whose principal felt he was obliged to score his school lower than "to a limited degree".

Table 3. Comparison of the Functioning of Citizenship Training in Massachusetts High Schools and in High Schools of Other States.

| | Extent to Which Citizenship Training is Functioning. | | | |
|---|---|---|---|---|
| | All that could be desired | To a limited degree | Very Inadequate | No Answer |
| (1) | (2) | (3) | (4) | (5) |
| Massachusetts High Schools | 6 | 77 | 7 | 3 |
| High Schools of Other States | 3 | 23 | 0 | 0 |
| Totals | 9 | 100 | 7 | 3 |

Manifestations of poor citizenship.—An interesting study has come out in an attempt to locate manifestations or demonstrations of poor citizenship in school life. Fifty-three out of the ninety-three Massachusetts schools, or 56 per cent, reported no material amount of citizenship violations. Six principals noted outbreaks of poor sportsmanship at athletic games; five men reported disturbances at school social functions; five recorded strikes; one, a riot;

and twenty alluded to minor difficulties of varying natures, all indicating a failure to thoroughly grasp essential good citizenship traits.

Of the twenty-six schools from States other than Massachusetts, no riots or strikes reported---we would not expect such from "model" schools---and very few irregularities or deviations from good behavior are found in the report. Fair as the record may seem in respect to the manifestations of poor citizenship, I think we may agree that until our percentage changes from 53 per cent to something like 93 per cent in the matter of "no demonstrations", there is a great deal of room for improving our general level of citizenship.

Some of the interesting and rather common illustrations (called "other forms" of poor citizenship) are:

(1) Hat wearing in the building.
(2) Running in halls.
(3) General boisterousness.
(4) Tardiness.
(5) Irregular attendance.
(6) Untidy building.
(7) Poor assembly manners.
(8) Lack of consideration for others.
(9) Lack of consideration for property.
(10) Failure to support school activities.
(11) Boycott in lunch room.

(12) Hallowe'en disturbances of undue proportions.

(13) Defacing building.

(14) Failure to care for lawns and grounds.

(15) Walking in middle of streets -- no regard for automobiles.

(16) Lack of co-operation with student traffic squad.

(17) Misconduct in class rooms.

These and many others cover the evidences of minor citizenship shortcomings, all of which might disappear were we to perfect our training and make better citizens of our boys and girls.

Location of good citizenship by curricula.—A casual opinion, if asked for, on the question of whether or not better citizenship shows up in college-preparatory classes might bring a majority vote in the affirmative. Let us see how one hundred nineteen school men feel about this. In the study, in this connection, we find seventy-six, or nearly 64 per cent, claiming no such distinction for the college-preparatory group. Indeed, we find twenty-one, or 81 per cent of the out-of-State school-heads feeling this way, and, of the 93 Massachusetts administrators, fifty-five, or 59 per cent agree that good citizenship is not found in any larger quantity in one curriculum than in another. In converse reckoning, our supporters of the minority opinion, there being 43 of them, say that the college-preparatory pupils show the best citizenship qualities,--

this by 37 of the 43. Scattering votes of insignificant proportions were registered for other departments in the several schools.

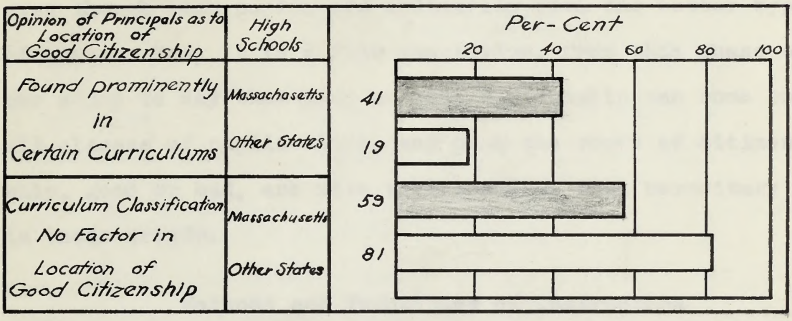



Figure 1. Comparison of Opinions of High School Principals on the Distribution of Good Citizenship in Their Schools as Relates to the Curriculum Classification.

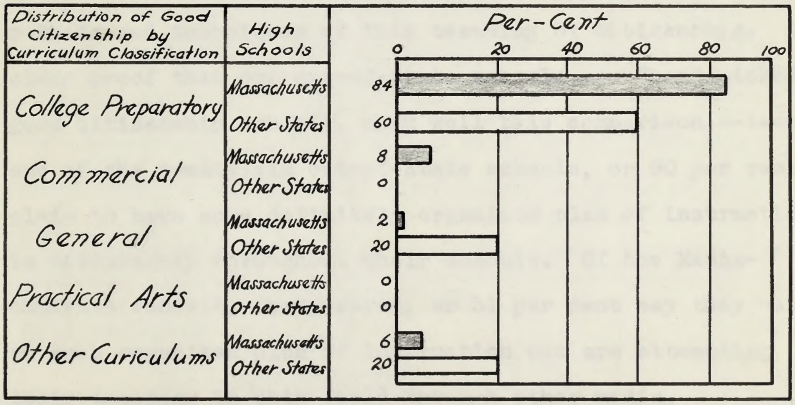



Figure 2. Distribution by Curriculum Classification of Good Citizenship in Schools Where Principals Feel There is a Difference.

By and large, however, we can conclude that to be preparing for college is by no means a guarantee that poor citizenship traits are beyond possibilities of development, even though such pupils are ordinarily from the better type of homes. Yes, it is a fair conclusion, from this phase of our study to say that good or poor citizenship can come to all classes of pupils alike, and that the roots of citizenship, good or bad, are more environmental than hereditary in their origin.

## Methods and Techniques of Instruction in Citizenship.

Adoption and use of organized plan.—In our next few phases of this study, we shall find something of the several methods and techniques of this teaching of citizenship. As clear proof that our out-of-State schools are "hand-picked", good citizenship schools, mark well this comparison:--twenty-one of the twenty-six out-of-State schools, or 80 per cent claim to have some definitely organized plan of instruction in citizenship throughout their schools. Of the Massachusetts schools, forty-seven, or 51 per cent say they have no such organized plan of instruction but are attempting their teaching in this field through other media.

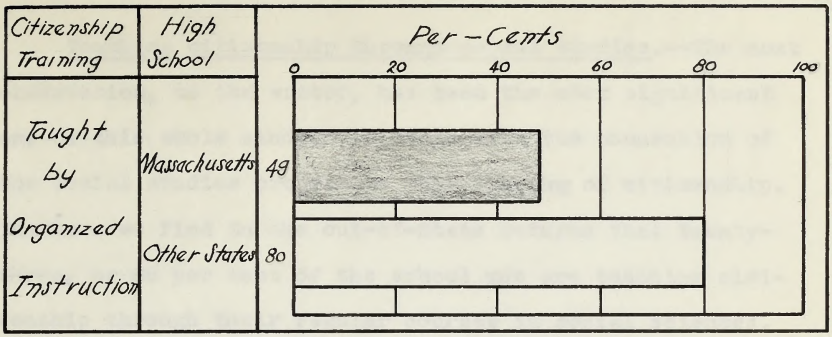



Figure 3. Comparison by Per Cent of Existence of Organized Instruction in Citizenship.

In the out-of-State schools that claim organized instruction in citizenship, nine per cent are accomplishing this in the classroom, 28 per cent in the home rooms, while the remaining thirteen, or 62 per cent have this teaching in various forms and in diverse ways. As seen in the Massachusetts schools attempting definite instruction in citizenship, fifteen, or 32 per cent are getting this across in the class rooms; nine, or 20 per cent in the home rooms, and twenty-two, or 48 per cent have varied programs of instruction.

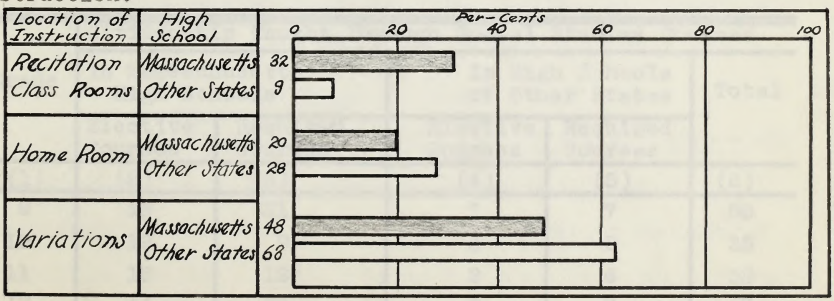



Figure 4. Comparison by Per Cent of Location of Citizenship Training in High Schools Having Organized Instruction.

Teaching citizenship through social studies.—The next observation, to the writer, has been the most significant one of this whole study. It deals with the connection of the social studies program to this teaching of citizenship. For here we find in the out-of-State returns that twenty-three, or 88 per cent of the school men are teaching citizenship through their regular courses in social sciences. Only 77 per cent of the Massachusetts men feel that their courses in social studies are accomplishing this end. The big bulk of this teaching falls, however, in the 9th and 12th grades, as will be seen in the following table. The more we study this problem, the greater is our conviction that grades ten and eleven should come in for an increase in required work in the social sciences. This is sorely needed and will be found a vital part of a recommendation coming later on in this thesis.

Table 4. Comparison, by Grades, of Citizenship Teaching Through Elective and Required Courses in the Social Studies in Massachusetts High Schools and in High Schools of Other States.

| Grade | Citizenship Taught Through Social Studies Courses | | | | Total |
|---|---|---|---|---|---|
| | In Massachusetts High Schools | | In High Schools of Other States | | |
| | Elective Courses | Required Courses | Elective Courses | Required Courses | |
| (1) | (2) | (3) | (4) | (5) | (6) |
| 9 | 13 | 31 | 7 | 7 | 58 |
| 10 | 19 | 9 | 5 | 2 | 35 |
| 11 | 18 | 12 | 2 | 6 | 38 |
| 12 | 14 | 23 | 3 | 7 | 47 |
| Total | 64 | 75 | 17 | 22 | 178 |

We find some hesitancy demonstrated in the matter of determining the portion of students receiving citizenship instruction through social studies. Well this might be, for who is there who does not subscribe to the intangibility and indefiniteness of attack in this training? Out of twenty-six schools beyond our own State borders, seven do not answer this question; out of our own 93 schools, twenty-two dare not venture an opinion. Of those out-of-State schools answering, eleven, or 58 per cent claim all are receiving this instruction; two, or 10 per cent say three-fourths of all students receive it; while four, or 21 per cent regard it a matter of one-half. Still again, two, or 10 per cent feel that only one-fourth of their students get this citizenship training from the social studies. In Massachusetts, our returns show that 35 of 71 schools replying, 49 per cent to be exact, are claiming that all pupils receive the benefits of civic training through social studies; twelve, or 17 per cent estimate three-fourths; nine, or 12 per cent figure one-half; and fifteen, or 21 per cent say that a mere quarter of their student body are getting this form of citizenship instruction.

Use of textbooks in the teaching of citizenship.—The practice in the matter of use of textbooks gives us no assurance that we can locate any uniformity in procedure. Fifty-two out of our 119 returns say they have regular textbooks which aim to cover the training of citizenship. Forty-

seven say they do not, so it is a pretty even proposition one way or another. Nineteen made no answer to this query. The most common observation made is that basic texts are used rarely, but periodicals and current publications are of far greater value. A higher percentage of satisfaction is found by Massachusetts principals in their use of textbooks than is to be found in the statement by principals of high schools from without the State.

Satisfaction with textbooks used.—Here we find fifty-eight per cent of the Massachusetts principals satisfied with textbooks used in the teaching of citizenship, whereas only twenty-five per cent of the principals of high schools in States other than Massachusetts seem to be satisfied with the textbooks they are using.

Choice in methods of teaching citizenship.—The next question asked of these school administrators was aimed at getting their personal reactions or opinions concerning the best way to teach citizenship. This might or might not conform to the adopted practice of their respective schools, but, as was wanted, it would give an expression of their choice, based, presumably, upon years of experimenting in in the field of citizenship training. It is quite significant, I believe, to note the almost uniform conformity of ideas of the out-of-State men with the expressed opinions of men such as John Dewey, T. H. Briggs, and W. H. Kilpatrick. Twenty-one of the 26, or 80 per cent favored the offerings of

the social studies courses as the best medium of teaching citizenship. Most of these same men, with a few added, favored a supplementary laboratory plan as a desirable aid to this instruction. To be exact, in tabulating, twenty-three, or 88 per cent felt that some workable plan whereby every student should practice good citizenship in his every-day school life, in MEASURED FASHION, would be of extreme value to the individual's progress in attaining correct points of view on citizenship. In the Massachusetts schools only 37 per cent of the men favored this laboratory plan of instruction, an indication to the writer that we here in Massachusetts are a little slow to grasp some of the better of the more progressive measures in education, a little afraid to experiment, a little provincial in our vision, and quite reluctant to depart from the traditional. Sixty-two, or 66 per cent of the Massachusetts men favored teaching citizenship through the Social Studies, while "through incidental training" ran very high, 56 per cent.

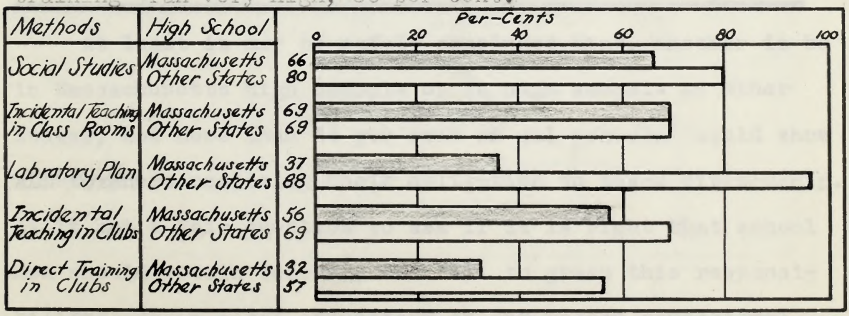



Figure 5. Comparison of Choice of Methods by Per Cents in The Teaching of Citizenship by Massachusetts High School Principals and by Principals of High Schools in Other States.

Possession of a social philosophy on the part of teachers.—In the next study the Massachusetts school men admit that there are too many teachers lacking in citizenship concepts and who regard their positions as devoid of any great responsibility for the teaching of citizenship. The following table shows to what degree our teachers are citizenship conscious:--

Table 5. Comparison of the Possession of a Social Philosophy Among High School Teachers.

| Portion of Teachers | Teachers Accepting Responsibility for Citizenship Instruction. | | | |
|---|---|---|---|---|
| | Massachusetts High Schools | Per-cent | High Schools of Other States | Per-cent |
| (1) | (2) | (3) | (4) | (5) |
| 1/4 | 5 | 6 | 0 | 0 |
| 1/2 | 20 | 21 | 4 | 16 |
| 3/4 | 32 | 35 | 12 | 46 |
| All | 30 | 32 | 9 | 34 |
| No answer | 6 | 6 | 1 | 3 |

At least it may be safely concluded that, whether it be in Massachusetts high schools or in high schools of other States, not more than 34 per cent of all schools could show ALL teachers realizing their obligation to teach citizenship. Is it not a fair question to ask if it is right that school men should retain teachers who fail to grasp this responsibility? It is a sad commentary on our modern educational systems to record even six per cent of our Massachusetts high

schools whose faculties possess only one-quarter citizenship-minded teachers. Forty-one out of 86 school men feel that half or less of their faculty members do not see it their job to teach, in every way possible, this thing called citizenship. That is not a credit to our profession, or at least it does not proclaim volumes of praise for our ability to see what is needed most in this country at the present time.

## Measurements of Citizenship

Marking or grading of citizenship.—The next study deals with the measurements of citizenship. Here again it is shown that a cross-section of our Massachusetts schools does not compare with the mark set by the selected out-of-State schools in the matter of marking citizenship. Seventy-three per cent of the schools from States other than Massachusetts mark citizenship, whereas only forty-seven per cent of the Massachusetts schools grade the progress in this development.

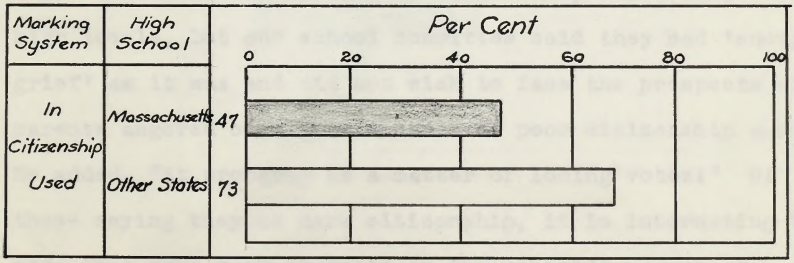



Figure 6. Comparison in Percentages of the Marking of Citizenship in Massachusetts High Schools and in High Schools of Other States.

Table 6. Comparison, by Percentages, in Schools Marking Citizenship, of the Prevailing Methods of Recording Citizenship Marks.

| Methods | Per Cent Distribution of Recording Citizenship Marks. | |
|---|---|---|
| | Massachusetts High Schools | High Schools of Other States |
| (1) | (2) | (3) |
| Home Report Cards | 52 | 63 |
| Office Cards | 70 | 74 |
| Personal Trait Cards | 43 | 58 |
| Other Ways | 7 | 4 |

A very general observation in this study is that junior high schools seem, most universally, to mark citizenship, whereas the tendency has been for dropping this practice with our pupils upon their arrival to the senior high school. One school man in the survey observes: "We tried to extend our marking of citizenship into senior high levels, but our school committee said they had 'enough grief' as it was and did not wish to face the prospects of parents angered over the issuance of poor citizenship marks." He added, "it probably is a matter of losing votes!" Of those saying they do mark citizenship, it is interesting to note that more mark students on the school's permanent record card than do on the home report cards. Specifically, thirty-five schools send home marks on citizenship, while

fifty-six record them in places less damaging to ambitious office holders.

Awards for worthy citizenship.—We now become interested in a situation which relates to special recognition given the outstanding citizen; ("outstanding" taken in its most favorable sense). There again the schools which are famed for their attention to citizenship building show the way. Seventy-six per cent of these do give special recognition to the students who are possessed of the highest in citizenship rating and achievement. Less than half of the Massachusetts schools feel that this should, or could, be done; 43 per cent, to be exact, with 57 per cent preferring not to give any special notice for high attainment in citizenship.

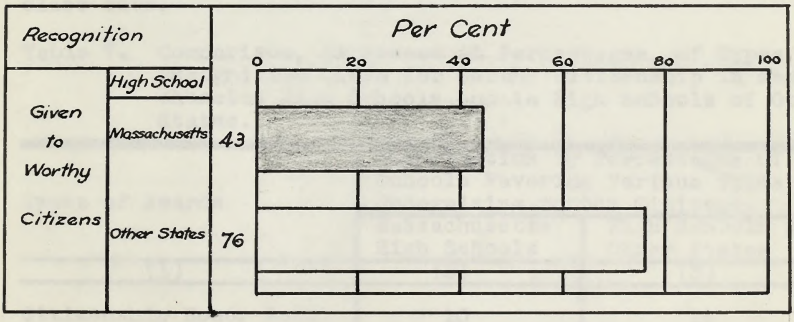



Figure 7. Comparison, by Percentages, of High Schools of Massachusetts with High Schools of Other States In Relation to the Recognition of the Worthy Citizen.

The writer's conviction on this point is that Massachusetts school administrators can well take the example of

the majority of schools from States other than Massachusetts. I believe that there is as much gained by letting a pupil know how he stands in his development of something necessary and useful as there is in letting him know how he is progressing in some non-essential to his later life!

Types of awards to worthy citizens.—The most common form of recognition for meritorious performance in the discharging of the duties of citizenship is, in both groups, the reward of membership in the National Honor Society. This organization, with its stressing of character, service, leadership as well as scholarship, is contributing much in the direction of increased attention to citizenship training and instruction. Other recognitions take the form of honor credits, citizenship honor rolls, building privileges, and class cuts.

Table 7. Comparison, Expressed in Percentages, of Types of Recognition Given for Worthy Citizenship in Massachusetts High Schools and in High Schools of Other States.

| Types of Awards | Distribution by Percentages of Schools Favoring Various Types of Recognizing Worthy Citizens. | |
|---|---|---|
| | Massachusetts High Schools | High Schools of Other States |
| (1) | (2) | (3) |
| Citizenship Honor Roll | 10 | 19 |
| Building Privileges | 15 | 15 |
| Honor Credits | 5 | 23 |
| National Honor Society | 23 | 46 |
| Cuts | 2 | 3 |
| Other Awards | 73 | 46 |

Penalty for poor citizenship.—Whether or not there is actual diffidence about marking poor citizenship, certainly the figures show, in studies from returns, that a very definite penalty goes out to the student who does not function as a good citizenship should. In both groups of schools, from 85 per cent to 88 per cent do penalize for poor citizenship. In both groups there is also found a common penalty, that of taking away from the poor citizen the privilege of representing the school in any kind of interscholastic activity. The taking away of "club membership" and "building privileges" follow in that order, meaning that the poor citizen, as should be the case, forfeits his right to enjoy the privileges given to the worthy citizen.

Table 8. Comparison, Expressed in Percentages, of Types of Penalties Given for Poor Citizenship in Massachusetts High Schools and in High Schools of Other States.

| Types of Penalties | Distribution by Per Cent of Schools Administering Various Forms of Penalties to Poor Citizen. | |
|---|---|---|
| | Massachusetts High Schools | High Schools of Other States |
| (1) | (2) | (3) |
| Interscholastic Competition of Any Kind | 65 | 74 |
| Interscholastic Competition in Athletics | 66 | 74 |
| Intramural Athletics | 32 | 35 |
| Club Membership | 29 | 43 |
| Building Privileges | 51 | 39 |
| Class Affiliations | 29 | 22 |
| Others | 24 | 43 |

Automatic disqualification.—The final study in this survey deals with automatic disqualification from participating in school affairs because of poor citizenship. About all of the schools from States other than Massachusetts did not favor any such plan. Only three of the 26 schools, or 11 per cent, felt that suspension from activities should be an automatically administered affair; nineteen, or 73 per cent rather believed that such arbitrary measures would not be effective in the handling of school citizenship difficulties. The Massachusetts school men were of the same opinion, there being sixty principals favoring this point of view as against twenty-three men who favored automatic disqualification.

# CHAPTER IV

# LABORATORY PLAN IN CITIZENSHIP TEACHING

## An Investigation of Provisional Plan

Reason for the study.—Inasmuch as sixty-seven school principals of the one hundred nineteen men responding in the foregoing study claimed to be practicing some form of laboratory plan in their instruction technique for citizenship training, it seemed advisable to gather together the best suggestions and comments offered by these men and assemble these ideas in the form of an outline for a workable laboratory plan.

The purpose of a plan.—This plan, or outline for "living citizenship", would be one whereby every student could feel that long before he reaches adult life he can be practicing the art of being a good citizen, right in his own school, and under the guidance of sympathetic teachers who will help him to build up proper attitudes, establish correct concepts of good citizenship, and make of him one who eventually will function efficiently in the society of which he is to become a part.

The procedure.—As preliminary work in the preparation of an acceptable plan for training in citizenship, the

following was submitted for inspection to twenty-two educators, including three professors in leading schools of education, two state commissioners of education, two deputy commissioners, four college presidents, one college dean, nine superintendents of schools, and one city high school principal.[1/]

THE PROVISIONAL PLAN

A Plan for Active Participation in Citizenship

(As recommended for use in any high school)

We recommend the establishment of a Good Citizenship List and a Citizenship Honor Roll.

| | | |
|---|---|---|
| 1/John C. Anthony | Superintendent of Schools | Dedham |
| Frank Scott | | Belmont |
| Carroll Drown | | Hopedale |
| Patrick Campbell | | Boston |
| John Scully | | Brockton |
| Wells Hall | | Concord |
| Arthur Jones | | Walpole |
| Howard Chase | | Beverly |
| Thomas Grindle | | Lexington |
| Herbert H. Howes, | President, State Teachers College | Hyannis |
| J. Asbury Pitnam, | " " " " | Salem |
| Francis Bagnall | " " " " | Framingham |
| Fred H. Pierce, | Principal, High School | Beverly |
| Hugh P. Baker, | President, Mass. State College | Amherst |
| William L. Machmer, | Dean, " " | Amherst |
| Dr. Ernest W. Butterfield, | Commissioner of Education | Hartford, Connecticut |
| Dr. Payson Smith, | Commissioner of Education | Boston |
| Frank Wright, | Director of Secondary Education | Boston |
| Jerome Burtt, | Supervisor of Secondary Education | Boston |
| Jesse B. Davis, | School of Education, Boston University | |
| Roy O. Billett, | " " " " " | |
| Arthur H. Wilde, | Dean, School of Education, Boston University | |

Editor's note: These men had varying opinions as to the plan, many of which follow.

The object of this List and Honor Roll shall be to create an enthusiasm for good citizenship; to stimulate a desire to render service; to promote worthy leadership; and to encourage the development of character in the pupils of our High School.

RECOMMENDATIONS FOR A GOOD CITIZENSHIP LIST

I. We recommend that a good citizenship list be permanently posted in the main office.

II. We recommend that a pupil's name be placed on the Good Citizenship list when he enters the senior high school for the first time and that his name remain on this list throughout his high school course unless it is removed because of loss of good citizenship standing.

III. We recommend that pupils whose names are not on the Good Citizenship List be ineligible to hold office in any class, club, team, or activity of the school, to serve as a member on any committee in the school, or to hold any position of responsibility or trust in the school. We recommend, however, that pupils who are members (not officers) of clubs, teams, or organizations in the school be not excluded from participating in the regular routine of such activities because of loss of good citizenship standing.

IV. We recommend that should a pupil lose good citizenship standing in the school, he shall automatically lose any office or position of trust which he may be holding at that time.

RECOMMENDATIONS FOR A CITIZENSHIP HONOR ROLL

I. We recommend that a Citizenship Honor Roll be issued every half-year on or about January 10th and June 10th.

II. We recommend the adoption of a Superior Citizenship Card as shown below:

SUPERIOR CITIZENSHIP CARD

Name_____

has been outstanding in citizenship for the half-year ending

Date_____

I recommend his name be placed on the

CITIZENSHIP HONOR ROLL

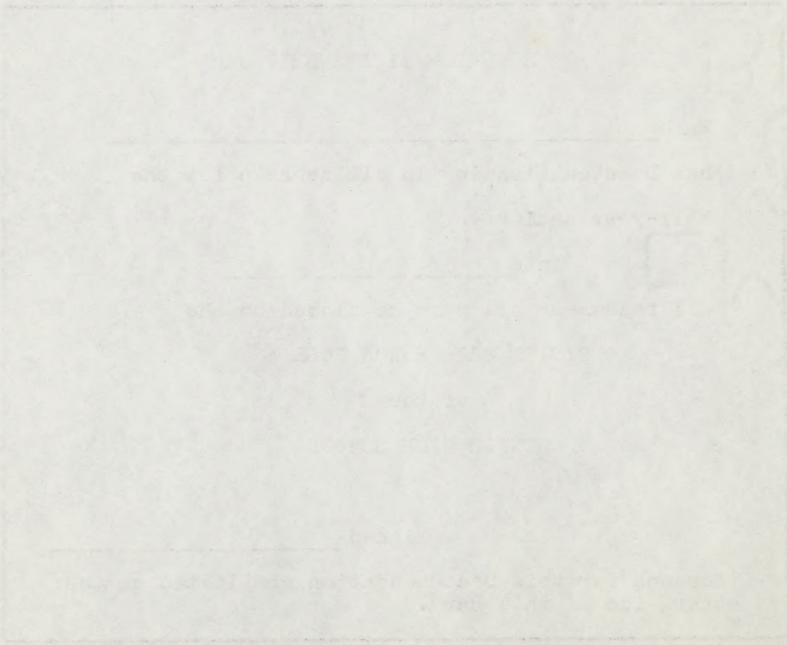
of the

SENIOR HIGH SCHOOL

Signed_____

(Reasons for this recommendation are listed on the other side of this card.)

III. We recommend that during the first week of January and



June, teachers pass in to the main office the Superior Citizenship Cards.

IV. We recommend that if two Superior Citizenship Cards are filed for a pupil at one marking time and no Poor Citizenship Card has been passed in for him during that half-year, that pupil's name shall appear on the Citizenship Honor Roll.

Conditions for Filing Superior Citizenship Cards

1. No teacher may file more than one card for one pupil at one marking time.
2. A card may be filed for:
   (a) One or more outstanding incidents showing superior citizenship.
   (b) Repeated evidence of good citizenship throughout the half-year.
3. No teacher may file a number of Superior Citizenship Cards greater than 5 per cent of the total number of pupils in his classes except by special permission from the Principal.

V. We recommend that in all cases, the reasons for recommending a pupil for the Citizenship Honor Roll must be listed on the reverse side of the card.

VI. We recommend that if facts concerning a pupil's citizenship are such that in the opinion of the Submaster or Dean

that pupil's name should appear on the Citizenship Honor Roll even though no other teacher has filed a card for him, such recommendation shall be made to the Principal, and he, if he agrees, shall add the name to the Citizenship Honor Roll.

VII. We recommend that two cards may never be filed for one evidence of Superior Citizenship, i.e., if two teachers file a card for the identical evidence of Superior Citizenship, it shall be considered to be one card.

VIII. We recommend that a permanent record be made in the files of the main office of the names of all pupils whose names ever appear on the Citizenship Honor Roll.

V. We recommend the adoption of a Poor Citizenship card as shown below:

POOR CITIZENSHIP CARD

Date_____

I consider_____

has shown himself to be a poor citizen

of the

Senior High School

I recommend his name be dropped from the

GOOD CITIZENSHIP LIST

Signed_____

(Reasons for this recommendation are listed on the other side of this card.)

VI. We recommend that a teacher may file a poor citizenship card for a pupil for:

(a) Repeated minor offenses.

(b) One or more serious offenses.

A serious offense shall be considered an offense of which full report was made to an administrator in charge of discipline.

If a Poor Citizenship Card is filed for "Repeated Minor Offenses," those offenses must be listed on the reverse side of the card. In no case should an offense be listed for which a teacher has never corrected a pupil. If a pupil is of the type who will argue and not admit his faults, it would be advisable for the teacher to keep careful record of dates and offenses in case the justice of filing the card is questioned.

Whenever a teacher files a Poor Citizenship Card for a pupil, the pupil is to be informed of such action.

VII. We recommend that if two Poor Citizenship Cards are filed for a pupil during a period of five school months, that pupil's name shall be dropped from the Good Citizenship List at the time of the filing of the second card.

VIII. We recommend that after a pupil's name has been dropped from the Good Citizenship List, it may again appear on the list after five school months have passed during which time no Poor Citizenship Card has been filed for him.

IX. We recommend that if, in the mind of the Submaster or Dean, the offense or series of offenses for which he or she files a card is of sufficient gravity to warrant removal of a name from the Good Citizenship List although no second card is filed for that pupil, such recommendation may be made to the Principal at any time, and he, if he agrees, shall remove the name.

X. We recommend that two cards may never be filed for one offense, i.e., if two teachers file a card for the identical offense, it shall be considered to be one card.

XI. We recommend that no teacher may file a second Poor Citizenship Card for a pupil within one month of the time he filed the first Poor Citizenship Card for that pupil.

## Results of the Investigation

Comment and criticism.—Most of the twenty-two men who looked over this proposed outline, or practical plan, for the training of good citizens, sent back very frank and helpful comments and suggestions. All, by no means, were favorable to it as it was, but almost all agreed that some such plan should be devised and put into operation. Let us examine some of their opinions and comments:--

"I have read with a great deal of interest your outline which proposes to establish a Citizenship Honor Roll and a Good Citizenship List. I am very glad to reply to

the questions you raise, as follows:

"1. I feel we do need to give increased attention to the matter of citizenship to high school pupils.

"2. I see no reason why this plan cannot be administered.

"3. Because of the fact that no teachers rate the same offense as equally serious, there will be danger that some pupils will receive poor citizenship cards for very minor offenses, while other pupils under different teachers, may receive no such record for the same, or worse offenses. It appears to me that the matter of what constitutes offenses serious enough to warrant issuing poor citizenship cards should be very clearly agreed upon by all teachers."

*****

"I am glad to express my opinion regarding your proposed citizenship lists. I certainly feel that the matter of citizenship training is of primary importance in high school. I believe the way to develop good citizens after school life is to give boys and girls a chance to be good citizens during the school years. The plan which you have proposed seems to me to be workable in most respects.

"I tried in one school a system of merits and demerits. I found that some teachers gave demerits for very slight offenses, while others reserved the giving of demerits for serious offenses. It seems to me that you will need some way of standardizing these offenses so that poor citizenship

cards will be given more or less uniformly for the same degrees of offenses. This can perhaps be done by general agreement in a faculty meeting, or by designating someone who has the proper authority to approve these poor citizenship cards before they are accepted."

****

"I think the general idea here is good, but why not make each case an individual one, subject to review by a citizenship board or committee composed of STUDENT AND FACULTY representatives? Some individual cases might justify removal even from membership.

"I think I should favor the posting of a citizenship list four times rather than twice yearly; good results would ensue from such a list posted at the middle and end of each semester."

****

"In answer to your third question, I will say that I do see rather serious objections. I believe the general scheme is good; but, first, it is not quite the best motive method. Second, it seems to me that it can keep teachers in hot water and trouble much of the time, certainly if they do their duty in the plan.

"If I were undertaking such a scheme, I think there would be an advantage in having certain pupils of the upper classes of the school sit with the faculty in judgment on cases for

demotion. I also think your plan for a permanent record is good, and might be very helpful to the pupil in the future, as well as for the conduct of the pupil and good citizenship in general."

****

"I know you want me to be frank, and so I am going to say that I am not in favor of a demerit system. From my experience, observations, and study, my feeling is that any such system lacks in the needed constructive features which we should promote in all school citizenship. I am inclined to omit the "Poor Citizenship" report and to advertise such citizenship just as little as possible. I thoroughly approve of the "Superior Citizenship Card." I believe such achievement to be very much worthwhile for any student, and that it could be so administered as to put a premium on worthwhile personal qualifications without inviting any unfavorable superior attitude on the part of the pupil himself."

****

"My main criticism of the Citizenship Plan is that it is too much a 'hand-out' by the TEACHERS. It is not 'citizenship' at all. There is no citizenship training in it for pupils. The teachers are the ones who do the thinking and the judging of what is good citizenship.

"Citizenship training can be effective only in ACTION. Only as the pupils themselves have the opportunity to think

out and determine the rules and laws of good citizenship will there be a resulting public opinion in the student body to make it worthwhile.

"My philosophy is this:--the impulse for right-action must rise from within the pupil, and not by compulsion from above, if growth in character and citizenship is to result."

****

"Even if students were invited into co-operative discussion of the plan, they might hesitate to make a suggestion that I will make myself. There is a loophole in the process of removing a student from the citizenship list. If it depends upon reports of teachers, they may be suspected of bias or prejudice, and the plan will seem to the students as a faculty plan enforced against them. Why not have a Citizenship Council, consisting of three faculty members, including the principal, and four students; no student to be removed from the approved list without a majority vote or perhaps five out of seven. If all the students voted against the removal, you would see at once that any faculty action making this removal would not have general student support back of it. And the success of the whole plan contemplates such support."

****

"Personally, I think the plan lays entirely too much stress on Good Citizenship stimulation through more or less

public recognition. Apparently every pupil starts on an even footing and if the plan works ideally, the name remains on the Roll as long as he (or she) shows a willingness to contribute and to aid cheerfully and unselfishly, at all times, in the promotion of good citizenship in the school.

"Quite a large number, I am sure, will hold their place without doing much for the school or for their own citizenship training, largely because they are given very few opportunities. The real leaders, whether chosen or self-appointed, may suffer by the plan. It would seem to me that the plan is not sufficiently distinctive. Again, to make it at all effective, much extra time of teachers is required to list offenses and render reports.

"One also foresees plenty of trouble should certain names be removed.

"Just one more observation: The very best service to the school is frequently rendered by those who co-operate with student leaders. In like manner, the most serious difficulties arise from a lack of such co-operation. The plan would not meet such cases unless students reported them to the teacher or principal. With so much at stake, the report frequently would not be made.

"In a sense, too, the plan would take the responsibility for discipline from the principal. Certainly the removal of a name from the Honor List is a disciplinary measure.

"Good Citizenship can best be taught by example. The satisfaction which comes to anyone, young or old, who really helps and serves is its own reward. I believe best results are obtained without artificial incentives."

****

"You are confining all your work within the four walls of the school. The children must become interested in and be intelligent about, problems outside of the four walls of the school. Unless this is done, you can never develop a good citizen.

"Your aim is valid and worthy, but in order to be successful, I feel you must reorganize your procedure."

****

"I do not like the idea of officially branding a pupil with a 'Poor Citizenship Card'."

****

"I regret to say that I am personally opposed to lists of this sort because of the possible unfavorable reaction not only of those who are on the list, but also those who are not on the list. I think we should avoid imparting the sense of smug satisfaction on the one hand, and the sense of failure on the other."

****

"My criticisms of the enclosing recommendations for a good citizenship list are largely those which apply to any demerit system. I believe that teachers would have the

tendency to file poor citizenship cards for many offenses which had better be overlooked. If this were done to any great extent, the whole project would become a joke. I also notice that offenders were not dropped from athletics although they are excluded from any position of responsibility or trust in the school. Why this distinction?"

*****

"I think your recommendations for a Good Citizenship List may have possibilities if it is handled by a person who understands the aims for which you are working. I dislike somewhat the connotation of a Poor Citizenship Card, but I am unable to make a constructive criticism along this line. I assume, however, that this would be the result of action taken by a group of students. There is danger in breaking down the spirit of the school if one pupil is set against another to be his accuser in cases of poor citizenship or misconduct. I believe that your recommendations for a Citizenship Honor Roll also have many possibilities. Honor rolls in the past have been based on academic achievement. I believe that other factors, such as school citizenship, should be included.

*****

"I would say first, that there is no question whatever but what we need to give increased attention to citizenship among our high school pupils; second, the plan seems to be workable theoretically. To just what extent it would prove to be practical remains to be seen.

"In my opinion, results would entirely depend upon the enthusiastic support of the teachers, guided by broad and sympathetic interpretation of the plan. The attitude of the teachers, in my opinion, would have to be unanimous and continuous, that is, if the same enthusiasm of the teachers wanes, the system would fall to pieces. I am inclined to think that it would be more successful at the start in a junior high school for a year or two, and might then be extended to the senior high school."

****

"My own feeling is that the scheme is necessarily artificial and for that reason has its limitations. I ought to say further that the proposed plan impresses me as having been worked out very carefully, and unquestionably it possesses some advantages with certain obvious disadvantages which are inevitable.

"Furthermore, it appears to me that it would be better to inspire pupils to attain good citizenship in high school rather than to accentuate poor citizenship and make conspicuous those who have committed offenses.

"In this connection, you will be interested to know that I have just had a letter from the Honorable James M. Beck, Chairman, Committee on American Citizenship, of the American Bar Association, in which Mr. Beck indicates the deep concern of the American Bar Association in study of citizenship in our schools, colleges, and universities."

"Certainly, any plan which will help to promote good school citizenship and which will tend to prepare boys and girls for better 'life citizenship' is worthy of our most thoughtful consideration.

"1. Does it contain some elements of the old 'Demerit System'?

"2. What will be the status of a group of indifferent pupils whose names have been dropped at any time from the Good Citizenship List?

"3. What effect would such a group have on the morale of the rest of the school?"

****

"I have been intensely interested in looking through your proposed establishment of a 'Good Citizenship List' and 'Citizenship Honor Roll'. The general plan seems to me excellent, and its success will naturally depend not a little on the wisdom and tact that will be used by the faculty members in carrying out the plan."

****

"There is no question but that we should give increased attention to citizenship in high schools. With the young burglars, gangsters, and automobile thieves of high school age displayed so prominently in the daily papers, it is quite evident that something should be done.

"Your plan strikes me as being very good indeed. A certain type of boy probably will think he is disgraced if his name remains off the Good Citizenship list. A corres-

ponding type of girl will throw it in his face.

"The problem facing you is the creation of a school spirit which will make good citizenship not passively tolerable, but distinctly desirable, -- no small task.

"It strikes me that a five months period before one may get back on the list is too long a time."

*****

"In answer to question number one in your questionnaire, I agree with you that there is need of increased attention to citizenship among our high school pupils. I am not so sure, in answer to numbers two and three, that the plan is really workable. It strikes me that the plan as outlined is more of form than of spirit, and may well end in a disciplinary device used by the teachers and scoffed at by the pupils."

****

"I find myself very much in sympathy with the idea of dramatizing citizenship training in the high school. I think one of the difficulties up to this time is that the entire matter has been too abstract.

"It would seem to me that the plan you have outlined is a good one with certain safeguards thrown around the details of the method by which students lose their standing on the good citizenship roll."

## Conclusions from The Investigation

General tone of comment.—These comments and criticisms were given after careful and critical examination of the outlined plans. They come from experienced men, recognized as leaders and authorities in the field of education. From their reactions to the plan, the product of good sound judgment, the writer feels disposed to believe that the negative side of this laboratory citizenship building program must be dropped. Running all through the comments one sees a hesitancy expressed in the adoption of anything but the positive. It is feared, and rightly so, I believe, that the Good Citizenship List would cause just one more "public enemy" with whom we must deal. The longer one reflects on the expressed belief that "the impulse for right action must rise from within the pupil, and not by compulsion from above,"[1] the more convinced is he that there should be taken from the plan any of its negative measures which would handicap or impede the achievement of the desired objective, good citizenship.

Adoption of student participation.—I would also favor the adoption of another suggestion----that of creating a

1/Doctor Jesse B. Davis, Dean, Boston University, School of Education.

a Citizenship Council of seven members, three from the faculty and four from the student body. Several of the men, as will be seen from the comments, felt that student representation, and even control, of this plan should go into operation if it is expected to be successfully administered.

Revisions necessary.—With the omission of the posting of a Good Citizenship List, the elimination of the Poor Citizenship Card, the Citizenship Honor Roll element left as it is, and the introduction of a Good Citizenship Council which will assist in the administration and development of the plan, I believe we have at least the beginning of a workable plan for "living citizenship" in our own school community. I would also favor four periods in the school year instead of two; the frequency of attention and public recognition of good citizenship would materially help in demonstrating its importance.

Training by the council.—I thoroughly believe that after a while the students themselves could be brought to the belief that the few undesirable citizens, always found in any community, could be dealt with in an effective manner. Some way could be found by this Citizenship Council, through this practical laboratory plan, to successfully show the poor citizen that, after all, it does not pay to neglect this all-important phase in his general development.

Boston University
School of Education
Library

The writer's conviction.—Therefore, in all earnestness, the writer has become convinced that, sooner or later, an effective instrument, by way of a laboratory plan such as has been discussed in this chapter, will be introduced into the techniques which deal with citizenship teaching. The form and details may alter and vary greatly from the plan submitted here. It matters not. What does matter is that school men experiment with some sort of plan which will impress upon our students that they are living the life of a citizen right in their own school community.

## CHAPTER V

## THE CIVIC CURRICULUM

### Its History and Early Development

The need of a Civic Curriculum.—From the studies made in the preceding chapters it can be readily seen that most school men now feel that better citizenship training in high schools will come only when all pupils are pursuing carefully planned courses in the social sciences. To have a part, only, of our student bodies receiving this instruction by means of elective courses, is but scratching the surface and will not do the job effectively. Out of this state of affairs and with the firm belief that our present curriculum offerings have not made for good citizenship teaching, has evolved a new curriculum most generally known as the Civic Curriculum. This curriculum has as its first objective the building of better citizenship.

The early beginnings of the Civic Curriculum.—On November 17, 1933 there appeared before the New England Superintendents Association in Boston, a man, in whose mind this study of citizenship training occupied no inconsiderable part, and who had devoted much time and energy in an attempt at its solution. He was at the time, as Commissioner of Education in

the State of Connecticut, Doctor E. W. Butterfield, a pioneer, and a far-sighted on, too, in the field of training for a better and more intelligent citizenship.

Significant statements.—From his address, there are, I believe, some rather significant paragraphs, a few of which are quoted here:[1]

"We are to consider the construction of a high school curriculum definitely planned for pupils who will find employment neither in the skilled trades nor in the traditional professions. Since this curriculum is for the progressive education of common citizens, it may well be called THE CIVIC CURRICULUM.

"The high school was at first a limited school dependent upon initial selection and semester rejection of pupils. Now, by Court decision, by parental and popular insistence, and by enrollment it has become a common school, a unit in a system of free public education. Attendance for those qualified has become a right and not a privilege. A majority of all youth attends and a majority of those enrolled wish immediate educational development rather than preparation for a deferred training.

"In 1944 all who are now in the high school will be living and working in towns very similar to those which we

1/Doctor Ernest W. Butterfield, "A Civic Curriculum," an address to New England Superintendents Association, Boston Massachusetts.

know. What must the high school in its four or six years do that these pupils may live happily and work successfully? Our present high school equipment in textbooks, teachers and traditions may be important but the real answer must come from a job analysis of occupations and needs."

Distribution of high school graduates.—Doctor Butterfield goes on to analyze the general situation as regards what becomes of our high school graduates. He believes that about one-quarter follow the professions after further training, another 25 per cent center the trades, and that there are at least 50 per cent who go out into the work-a-day world to take up bread-and-butter earning by way of a job. He says:

"When we tabulate the results of our enumeration of all the occupations of all the people we find that many more thousands are occupied as truck and bus drivers; as street car conductors; and railroad employees; as firemen, policemen; mailmen, as street cleaners, as salesmen for gas and groceries and delivery men; as gas house workers, firemen and janitors, as proprietors of small stores, as workers with automatic machinery in factories, as laundry and institutional employees, as salesgirls in stores; and in housework as servants or homemakers. All of these occupations and many others we call by the common name, Jobs.

"These occupations differ from others in that a deferred

preparation is not necessary and a prolonged and rigorous training at the secondary school level is neither called for nor, due to the smallness of interested groups, economically feasible. Of all of our people over 50 per cent are occupied in the jobs and the jobs are very much over-crowded."1/

The greater needs of the fifty per cent.—We are told in this article that it is the function of our high schools to help these job holders, the rank and file of our citizenry, in every way possible, so that they may not only live an abundant life with joy, but that they may live the life of a good citizen.

"For those who are to make the jobs their occupation, both deferred preparation and training in specific skills are of lesser importance. The emphasis is not upon the 36 hours a week which the occupation requires, but upon the 76 hours of individual and social adjustment which constitute the real life of the worker.

"The progressive readjustments of the individual to meet the fixed conventions and changing modes, we may well call education and the stability and progress of our republic rests upon the education of the job holders. That we still may be agreed, may I point out that when we learned the limitations of the heirloom doctrine of formal discipline the belief that academic courses were best for all lost

1/Ibid, p. 2

its potency. In a similar way the very common assumption that all who are not preparing for college should receive specific vocational training, that is, should acquire the skills of a single trade, is fallacious.

"In our complex industrial organization at least a majority will, all their working days, either service an automatic machine or will themselves be a cam in the machine-like organizations of some unit of production or distribution. As an illustration 90 per cent of the employees in a great silk mill in three weeks or three months become masters of their machines or their task and further increase in efficiency is impossible.

"For the first time the secondary school is given the opportunity unhampered by college preparation or by trade training, to educate large groups for the actual life that they are living and are destined to live. We are to educate for jobs, humble, satisfying, remunerative jobs."1/

A glimpse of the present set-up.--Doctor Butterfield very definitely decries the present program of instruction and curriculum offerings of the senior high schools. He says they are not helping, at present, in the building of better citizenship. In part, he continues in his address:

"For these pupils the junior high school offers much. The senior high school offers very little. The common

1/ Ibid, p. 2 and 3

method has been the organization of a high school college curriculum and a commercial curriculum and then the introduction for pupils not psychologically minded of a general curriculum that has no clear objective, but which permits to take in diluted form certain courses required of those who are in college or office preparation. The new fifty per cent does not need abstract science nor mathematics of the formalized type. It needs courses designed for the form of intelligence which it possesses and for the life which it now lives and will continue to live.

"The academic curriculum is for those who would make the preparation necessary for college courses and for entrance into the professional pursuits. The commercial, vocational or trade school curricula are for those who by strict and prolonged training would prepare to render skilled personal, clerical or mechanical service in some specialized field. The needed civic curriculum is for pupils who will maintain homes and carry on the mechanical, commercial, social and domestic activities of ordinary life.

"From this it will be seen that this curriculum differs fundamentally from the others. They are vocational as they train of prepare for an ultimate and definite occupation. This is cultural for its purpose is not preparation nor training, but immediate living and development. In the construction of work for these pupils the basal thought is not, What do the colleges require? nor, What can the schools as

now organized offer? but, What education does the ordinary citizen need for ordinary life?"[1]

A civic curriculum for the fifty per cent.—Here we find Doctor Butterfield emphatic in his demand that drastic alterations must be had in our curriculum offerings. He says on this point:

"That every high school should continue to prepare its 25 per cent for college and to train its 25 per cent for the occupations of special skill is a fundamental obligation, but the old general curriculum, or curriculum of discard, under whatever name, should entirely disappear and there should emerge a Civic Curriculum, distinct from the beginning and equal to the others in dignity and in value."[2]

## The Curriculum

Essential points in the new civic curriculum.—Granted that school officials and administrators can heartily subscribe to all that has been said thus far about the new Civic Curriculum, they do find it extremely difficult, however, to see how they can introduce a curriculum fashioned entirely after Doctor Butterfield's pattern. He says:

"1. The curriculum must be clearly defined and separate from the others.

1/Ibid, p. 4 and 5

2/Ibid, p. 5

"In the matter of administration it is necessary that there be a separate school organization or separate high school department. Otherwise the traditional assumption that the high school is for preparation, an assumption valid in the older curricula, will vitiate the fundamental principle of education for living and development. A civic curriculum will fail if it is composed of emasculated courses organized to give relief to those who cannot carry preparation to lingual completion or training to vocational mastery. It will fail if it is used as a dumping ground for pupils who cause the teacher of Latin and of Stenography to despair. Each curriculum must continue to nourish its own dull pupils.

"2. The curriculum is designed so that the diligent child of ordinary ability can carry it on without unwholesome mental strain.

"In the traditional high school this is not the case. From these schools the cane and ferule has disappeared, but disciplinary assignments, passing marks, honor societies, standards which few can reach, scholastic demerits, and many other representatives of the early dunce cap have control and keep many high school pupils as uncomfortable as those who in former days were tempered by a flogging master.

"3. In this curriculum all required work for pupils and teachers should be done in school hours.

"For this a 7½ hour school day should be provided; i.e., 8:30 to 4:00, this to include lunch, social, and recreational

periods which are made a part of a day of educational living. School plans for this curriculum should discourage home work beyond one-half hour per pupil and one hour per teacher, since this is a day of educational activity and it should not be longer than the father's day of mechanical work, or the sister's day of commercial employment.

"In general, all periods should be co-operative work periods for teachers and pupils together and sufficient in time for all requirements. In this curriculum pupils may live normally and think as they study. It is evident that these classes must be separate from those whose aim is academic or vocational preparation."[1]

Educational courses for this curriculum.--Doctor Butterfield would have courses for his "new fifty per cent" as broad and general as possible with every thought to the inclusion of the individual's life experiences. A social philosophy would be the basic design behind all courses and instruction. His idea is:

"The ordinary citizen for ordinary life needs three characteristics:--social adaptation; many and broad interests; and the ideals and habits of good citizenship.

"Let us study, then, the day of the ordinary citizen. He works at his job six or eight hours. He sleeps eight hours. And he lives not less than eight hours more. His

1/Ibid, p. 5, 6, and 7

school courses should take cognizance of this fact, and the school courses for his curriculum may be five in number.

"I. The world goes on. (Reading)

"The common citizen - whether he be in age 14 - 18, or 18 - 70 for an hour or more each day reads the daily paper or a magazine of the type of the Literary Digest, Saturday Evening Post, or others. To a lesser extent he reads biographies, books of travel, and modern dramas. He writes and receives letters. He never reads Macauley, or Thackeray or the Atlantic Monthly. He never writes an essay, but he reads the essays of Brisbane and Will Rodgers.

"His reading is largely history; i.e., he reads to know how the world goes on.

"Therefore, for the ordinary citizen, and I have nothing but praise for Sesame and Lillies, The Essays of Elia, Rhetorical Analysis and 2,000 Word Themes for college preparation, but for the ordinary citizen the school aim should be not to skim the impossible but to read more pages in these ordinary publications, with more interest and with better understanding. Some pupils will, in formal interests, go little beyond the comic strip and the news items and the romances of Hollywood, but others will read the Forum and Robert Frost and will reread Gilbert and Sullivan. My first subject then would be reading, that is, common reading by which common people carry forward their education.

"II. Our Neighbors. (Social Science).

"Our ordinary citizen will spend time each day in family or individual purchases. He will borrow money or make bank deposits. He will pay rent or his taxes and he will vote. All these are but modern devices that permit the individual to fit himself into a compact society. This school study should emphasize the family budget, the family insurance policy, and the analysis of the tax bill not as an imposition but as a pyment for joint services, for insurance and for investment. This course should be as concrete as the home and neighborhood problems, and may be as extensive as are human relations. In this work the new school texts in the social sciences are of the utmost value. For some this study of ourselves and our neighbors will lead to biology, heredity, economics, and sociology, but with, or without formal nomenclature, it will aim to inculcate good citizenship.

"The college preparatory pupil does not need much history but what he has must be chronological and must begin with Kronos and continue at least to as recent a date as 476 A.D. Our pupils need social science daily, a study which is inversely chronological, i.e., which begins with the here and now and goes as far and as wide as do human interests.

"III. The Physical Home. (Science)

"The ordinary citizen and her husband will spend hours each day and week with the mechanical equipment of the home

and community. If the control and use of the domestic vacuum cleaner leads to a general knowledge of motors and electricity it is a desirable, though not a necessary outcome. The courses are designed to give a real knowledge of our inanimate servants, friends, and associates.

"The machines of the home, the machines of the community, the automobile, the construction and equipment of the home, are ready subdivisions. Every child in our high school will drive a car before he passes his 21st birthday. To him the machine is of absorbing interest. This is our opportunity as teachers.

"Most important then as a school subject for these pupils is science as it is made manifest in our physical homes.

"IV. Satisfying Ideals. (Art)

"Our ordinary citizen spends an hour or more a day in playing on his sackbut or salpinx, or saxophone, in training his dog, or trimming his lawn, in rearing roses, or pigeons. On the many satisfying ideals which we call art, he should spent even more time than now.

"Since for all citizens many and broad interests lead to communal satisfactions, education should give every one the personal satisfaction of some musical instrument, and of some form of artistic production. It should lead all to the ideals of propriety which appear in beautiful lawns, gardens, living rooms, in dress and in a personal application of

beauty culture. Every pupil should master the typewriter. Few need to study shorthand.

"In the school which we would organize, however, art would be a major subject; i.e., the establishment of satisfying ideals.

"V. The Joy of Living. (Recreation)

"For ordinary men and women happiness comes each day in the music of the radio, in the drama of the moving picture, in bridge, in golf, and in baseball, in dancing, in the social adjustment which we call etiquette and good behavior.

"If citizens are to play bridge and golf, they have greater happiness if they know the amenities of the game. If families are to go to the movies, they need knowledge and discriminating taste. Appreciation and participation prolong and intensify our satisfactions.

"In the prolonged school day that we propose for the Civic Curriculum, there will be time to teach or to instill or to enjoy, the essentials of cultured life. These essentials today include bridge and golf, dancing, and the movies."1/

Our challenge.—Thus does Doctor Butterfield outline what he would put into his new Civic Curriculum. He has built up a splendid ideal; an ideal, which, if brought into realization, surely would help us tremendously in building

1/Ibid, p. 7, 8, 9, and 10.

a better and higher type of citizen. He brings his address to this fitting close:

"I am convinced that such a program adequately taught would be for thousands of pupils more educational than any attempt to meet elusive academic and traditional studies. It would aid them to live more fully and happily each tawdry and soul uplifting day.

"The new fifty per cent is in our schools. It awaits education, and ours is the opportunity to educate in common schools the common boys and girls who are to become the common workers, parents and citizens, who are to vote the common taxes, elect the common mayors and legislators, and make the common America which they and our children will jointly possess.

"This is our job."1/

Constructive Work on Civic Curriculum

Our answer to the challenge.--We have known for a long time that education at all levels has been more or less static and hampered in its progress by too much fixation. We have heard much about changing our educational philosophy and techniques along with a changing social and economic order. The common sense and logic of Doctor Butterfield's reasoning and advice to us could not be set aside. It had a definite appeal; it offered a real challenge. That

1/Ibid, p. 10 and 11

challenge has been met, at least in part, and many of our Massachusetts school men are now using, in their high schools, a civic curriculum which evolved from a two year study of this curriculum problem.

Result of Civic Curriculum Committee's work.—Not long after Doctor Butterfield gave his address on "The Civic Curriculum", the Massachusetts State Department of Education established a Curriculum Revision Committee, one sub-division of which went to work with the express purpose of mapping out a curriculum which would embody, as far as possible, the ideas set forth by Doctor Butterfield. The fruit of this committee's labors are as yet of the unripened variety, but a few schools, possibly a dozen, will be, in the school year 1936-1937, in their third year actually working out this Civic Curriculum on an experimental basis.

The three core subjects.—Realizing that in no community could the ideal be reached at first, that no school organization could be litterally tipped up-side-down, that we could not jump into a seven and one-half hour school day right off, and that the beginnings of this Civic Curriculum would have to be gradual and on a small scale, the committee outlined the new curriculum to contain, quite as Doctor Butterfield suggested, three core subjects required of all: English, social sciences, and natural sciences. These three would be supplemented by a fourth major subject each year selected to suit the individual need of the student.

A Civic Curriculum now used.—The committee sent out the following Civic Curriculum to all high school principals in Massachusetts:

THE CIVIC CURRICULUM

| X | XI | XII |
|---|---|---|
| English | English | English |
| Social Science, Modern Contemporary Civilization | United States History | Economic Management and Problems of Democracy |
| Biology | *Science of Home | Progress in Modern Science |
| Physical Education and Health Education | Physical Education | Physical Education and Hygiene |

ELECTIVES ACCORDING TO APTITUDES AND INTERESTS OF PUPIL

| | | |
|---|---|---|
| Bookkeeping | Business Methods<br>Typewriting | Business Management<br>Typewriting |
| Home Economics Major I | /Required Home Economics<br>Home Economics Major II | Home Management<br>Textiles |
| General Shop | General Shop | General Shop |
| Freehand Drawing | Art Appreciation | Design |
| Mechanical Drawing | Drawing | Drawing |
| Modern Language | Modern Language | Modern Language |

Music all years -- Private instruction in Instrumental Music should be acceptable.

*To include some elements of Chemistry and Physics as acceptable to home.
/Required of all girls in Junior year.

NOTE:--The average pupil program should contain four major subjects, with minimum outside assignment. Project work for outside investigation is to be a vital part of each subject.

Civic aims and objectives.—The Civic Curriculum has set forth a few of its aims and objectives as follows:--

1. Development of ideals and habits of conduct.
2. Development of ideals and habits of co-operation.
3. Development of knowledge of important social institutions or agencies and their importance in the social order.
4. Development of a knowledge of the civic activities involved in community life together with related ideals, standards, and habits.
5. Development of a knowledge of the major activities of state and national and international life together with appropriate ideals, standards, and habits.
6. Development of a knowledge of political principles and duties, together with appropriate ideals, standards, and habits.
7. Training in social activities through actual participation in the activities of the school itself and the community.
8. Development of a social conscience or sense of social responsibility.
9. Training for economic efficiency; -- ability to pull one's own load.
10. Development of personality.
11. Preparation for leisure.

The above aims and objectives, summed up in one sentence,

mean increased attention and time given to the development of the ideal citizen, he who does not live for himself alone, but one who is concerned in the welfare of his fellows. We wish, through this Civic Curriculum, to help our high schools in the building of a citizen who will, if necessary, make sacrifices to rectify wrongs, -- one who makes every effort to eliminate evils and will work for the common uplift, one who will endeavor by every means within his power to see to it that these principles shall find expression in the laws, and in the administration of the affairs of the government of his city, his state, and his country.

That the Civic Curriculum may grow, beyond experimentation, and yield its contribution to a citizenship building program, we feel confident. Its roots are making headway steadily, and there seems to be every assurance that the sappling is destined to become a hardy perennial. Let us hope so ---- with fruit closely resembling the intelligent and understanding citizen.

# CHAPTER VI

# CONCLUSIONS AND RECOMMENDATIONS

## General Observations

Results of the study.—A careful study of the survey and investigations dealt with in the preceding chapters leads us to some very generally accepted observations. To begin with, we can be agreed that the techniques of teaching citizenship, particularly that connected with the teaching of social studies, can be improved upon greatly. The instruction technique of these social studies must not be of the older order of history teaching, but shall conform to the more modern trends in this line of teaching.

Perhaps at this time it would be well to clarify what we mean by the "older order" of history teaching. In the main, the older order of history teaching stresses memorization of events and dates chronologically arranged with little attention to the significance of such to our present day social, economic, or political problems. In short, thinking logically, soundly, rationally, and way through to the heart of problems which constitute Dewey's "scientific temper" is not developed by the older order of

teaching history.

Doctor C. H. Judd has said of this: "It is very desirable in the interests of social science instruction in the lower schools, that history give up the effort to be the chief social science. History was, indeed, the first social science to secure a place in the school curriculum. It has dominated all the discussions of reorganization of instruction in the social sciences. It has inhibited the development of courses in the other social studies. It has until very recently refused to provide pupils with information about other than large governmental and national movements. History needs to be socialized. Fortunately, however, the interests of modern scholarship are beginning to make an impression on traditional courses in history. The time is not far distant when current issues will receive at least as much attention as the issues which were fought out in the Peloponnesian War of Ancient Greece. When this change in the social science curriculum is consummated, American youth will profit greatly."[1]

Yes, and American youth will begin, as a result of this profit, to act the part of the better citizen. He will have a means of gaining that "scientific temper" which Dewey

1/C. H. Judd, Needed Revisions in Social-Science Instruction. Fourth Yearbook, National Council for the Social Studies, Philadelphia. McKinley Publishing Company, 1934, p. 20 - 21.

says is so important as an attribute to the good citizen.

It is hard to believe, but nevertheless true, there are those teachers of social studies, now on the job, who are desperately trying to maintain a constant ratio of subject matter learned to new facts and experience added, feeling that rational thinking somehow or other (they don't explain) will be a certain bi-product of this worn-out, antiquated, and devitalized teaching technique.

Unless our teaching of social studies can develop a critical-minded citizen, one in whom there is also a highly developed concept of the group responsibility mentioned in our definition of good citizenship, then we should frown on that teaching, work on it, change or revolutionize it, and bring about a better technique.

Some attempts have been made to reorganize the offerings of the social studies program in light of the newer concepts of its content. This is particularly true on the junior high levels, the senior high schools, a little slower to adopt the more recent philosophies, and more willing to use the time-honored alibi that the newer order will "not meet the college entrance requirements."

A recent comment on the report of the commission for the American Historical Association draws the observation that, "in the last analysis, the responsibility for

effective social science teaching rests upon the teacher,"[1] and recommends the "need for clarifying objectives to that end."[2]

Perhaps it is a little harsh and unfair to lay at the door of the high school classroom teacher the blame for slow progress in a changing technique and changed offering in the social studies program. Reports are confusing, educational leaders disagree, and many are the suggestions leading to uncertainty of thought and action, but one thing has been definitely ascertained. It is this: a mere socializing of history, a mere adding here and there of a course in civics, a mere spending of a day a week in current events will not do the job. We need teachers who are possessed of a well balanced and consistent social philosophy of education. We need teachers who will not hesitate to remove the artificial barriers existing between theory and practice, and who realize full well the extreme need of an improved order of citizenship, and who can get away from fixation and from the textbook long enough to show the pupil the value of rational thinking on our everyday social problems.

A further study of our survey and investigations reveals decidedly that we not only need to look for an improved order of teaching, but we must also bring about a

1/R. O. Hughes, "Implications of the Report of the Commission on the Social Studies of the American Historical Association," Social Studies. 25: 285, October, 1934.

2/Op. cit., p. 66

set-up assuring us that all pupils come in for some definite form of citizenship instruction. The replacement of the General Curriculum by a Civic Curriculum and a required course in the social studies for all other curriculums would do away with the possibility of the present escape from proper attention to this all-essential and important phase of our high school training.

Recommendations of Needed Procedures

The writer's idea of the solution.—From associated readings, from careful analysis of all studies related to citizenship training, and from the advice and counsel coming from group discussions and lecturers eminently qualified to deal with this topic,[1] the writer has become convinced that certain steps are now necessary if we wish to improve the general level of our citizenship in the high school pupil.

Recommendations:

(1) The enlargement of the program and improvement in teaching of studies in the social sciences is of paramount importance and should be developed.

(2) We must supplement the requirement that everyone follow units of study in the field of social science with a practical laboratory plan of "living citizenship."

1/Doctor Roy W. Hatch, Teachers College, Montclair, New Jersey; Dr. L. Thomas Hopkins, Lincoln School of Teachers College, Columbia University, New York, New York

(3) The general, or academic, curriculum must be discarded as of no citizenship value, and in its place a civic curriculum inserted which has emphasis placed on three core subjects closely related to the pupils' environmental experiences.

We all want to hold in mind that our future educational program, a continuous one from kindergarten through college levels, must be one which places good citizenship as one of its foremost objectives, even its major aim.

Long ago one of our prophets, Micah, I believe it was, said, "And what doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God." Citizenship problems probably were known to those good people in the very beginnings of our civilization and have been in evidence ever since, giving very much the same concern to all generations and all peoples.

Charles W. Elliott, grand old Harvard president, once expressed the thoughts of this prophet of old in his most excellent manner when he said, in one of his baccalaureate addresses: "A good citizen is an intelligent and judicious man who loves freedom, justice, and mercy, and is prepared on occasion to sacrifice his own interests to the common good."

1/ Charles W. Elliott, "The American Citizen", an address to the graduating class, June, 1903.

# APPENDIX

APPENDIX

CHECKING LIST ON TRAINING FOR CITIZENSHIP IN HIGH SCHOOLS

School_____Town or City_____

Enrollment

9th gr.___10th gr.___11th gr.___12th gr.___Total_____
(Please give only grades in your school)

(Please circle all "yes" and "no" answers; otherwise check)

I. GENERAL INFORMATION

A. Definition of Citizenship:--

We define a GOOD CITIZEN to be a pupil of good character who is at all times ready to render service to the school.

We define SERVICE as a willingness to contribute and to aid cheerfully and unselfishly, in promoting the high standards and finest achievements of the school, together with a readiness to serve class or school at all times.

We define CHARACTER as continuous manifestation of the fundamental qualities necessary to the finest young manhood and womanhood, particularly promptness, honesty, co-operation, reliability, honesty of purpose, courtesy, respect, reverence, and morality.

B. Do you feel the need of increased attention to instruction in Citizenship in your school?
Yes No

C. Are you satisfied with the incentives in your school toward good citizenship? Yes No

D. Are your students aware of their responsibilities as citizens of the school and community?
Yes No

E. If answer to D is "no", what are you doing about it?

( ) 1. Introducing a Civic Curriculum.
( ) 2. Marking citizenship on report cards.
( ) 3. Looking for some practical plan of instruction.
( ) 4. Stressing character training.
( ) 5. Nothing.

( ) 6. Other comment (Please specify)_____

_____

F. Is citizenship training really functioning in students' school life? If so, to what extent?
( ) 1. All that could be desired.
( ) 2. Functioning to a limited degree.
( ) 3. Very inadequate; of no lasting benefit.

G. Has poor citizenship been manifest in any of the following forms? (Please check)
( ) 1. Disturbance at school plays, debates, or other school functions.
( ) 2. Fist fights at athletic contests.
( ) 3. Demonstrations at public gatherings other than under school auspices.
( ) 4. Riots at school affairs.
( ) 5. Strikes by members of student body.
( ) 6. Other forms. (Please specify)_____

_____

H. Do you find students in any one curriculum better citizens than those in other curriculums? Yes No

I. If answer to H is "yes", in what curriculum:
( ) 1. Preparatory
( ) 2. Commercial
( ) 3. General
( ) 4. Practical Arts
( ) 5. Other_____

J. If answer to H is "yes", how do you account for it?

_____

II. INSTRUCTION IN CITIZENSHIP IN YOUR SCHOOL

A. Have you an organized plan of instruction in Citizenship as such? Yes No

B. If answer is "yes", how is it taught? (Please check)
( ) 1. Through classroom instruction.
( ) 2. Through homeroom activity.
( ) 3. Through other medium (Please specify)_____

_____

C. Are you teaching citizenship through regular courses in social studies? Yes No

D. If answer is "yes", where is such instruction located? (Please check grade, name course, and circle -- Elective (E), or Required (R):
( ) 1. In 9th grade_____E_____R_____
( ) 2. In 10th grade_____E_____R_____
( ) 3. In 11th grade_____E_____R_____
( ) 4. In 12th grade_____E_____R_____

E. What portion of your student body received this training: ( )1/4 ( )1/2 ( )3/4 ( )all

F. Is there an organized attempt to teach citizenship through incidental training, either in or out of the classroom?

G. If answer is "yes", where is such training found?
( ) 1. In club activities.
( ) 2. In assembly programs.
( ) 3. In class activities.
( ) 4. In student council activities.
( ) 5. As bi-product of all classroom work.
( ) 6. Through other medium. (Please specify)___
_____

H. Do you have regular textbooks which aim to cover the training of citizenship? Yes No

I. If answer is "yes", which of the following are covered? (Please name book and author)
( ) 1. CITIZENSHIP_____
( ) 2. ECONOMIC CITIZENSHIP_____
( ) 3. CIVICS_____
( ) 4. ECONOMIC CIVICS_____
( ) 5. SOCIAL CIVICS_____
( ) 6. VOCATIONAL CIVICS_____
( ) 7. COMMUNITY CIVICS_____
( ) 8. Others (Please specify)_____
_____

J. Are you satisfied with textbook? Yes No

K. If answer to J is "no", what changes would you suggest?_____

L. Which of the five ways do you favor in the teaching of citizenship? (Please check)
( ) 1. Instruction in social studies.
( ) 2. Incidental training in classes.
( ) 3. Laboratory plan. (Considering school a community of citizens)
( ) 4. Incidental training in extra-curricula activities.
( ) 5. Direct training in extra-curricula activities.
( ) 6. Other ways_____

M. About what portion of your teachers are citizenship conscious and regard it their duty to assist in the teaching of citizenship?
( )1/4 ( )1/2 ( )3/4 ( )all

III. MEASUREMENTS OF CITIZENSHIP

A. Is Citizenship marked in any way? Yes No

B. If answer if "yes", please check:
( ) 1. On home report cards.
( ) 2. On office permanent record cards.
( ) 3. On "Personal Traits" cards.
( ) 4. Other means of recording. (Please specify)
_____

C. In your school, does the outstanding citizen receive any especial recognition? Yes No

D. If answer is "yes", please check type of recognition.
( ) 1. Makes Citizenship Honor Roll.
( ) 2. Has special building privileges.
( ) 3. Receives Honor Credits.
( ) 4. National Honor Society.
( ) 5. Privilege to be absent from scheduled class work.
( ) 6. Other awards (Please specify)_____
_____

E. Under any conditions would a pupil in your school showing poor citizenship traits be deprived of participation in school activities? Yes No

F. If answer is "yes", please check activities deprived:
( ) 1. Any interscholastic contest of any description.
( ) 2. Athletic games with other schools.
( ) 3. Intramural athletics.
( ) 4. Club membership.
( ) 5. Building privileges.
( ) 6. Class affiliations.
( ) 7. Others (Please specify)_____
_____

G. Have you any practical plan by which a pupil's poor citizenship, demonstrated either in or out of school, AUTOMATICALLY disqualifies him from participation in school activities? Yes No

IV. MISCELLANEOUS

A. Would you care for a summary of this investigation? Yes No

B. Would you, (with postage provided) send your outline of teaching citizenship? Yes No

C. Have you any mimeographed material on this subject showing what you are doing and how you are accomplishing it? Yes No

# SUMMARY TABULATION OF RETURNS FOR ALL SCHOOLS IN SURVEY

I

B Yes 108; No 9; No answers 2

C Yes 23; No 89; No answers 7

D Yes 58; No 32; No answers 29

E (1) 21 (4) 22

(2) 19 (5) 3

(3) 25 (6) 9

F (1) 9 (2) 100 (3) 7

G (1) 7

(2) 8

(3) 4

(4) 1

(5) 5

(6) 25

H Yes 43; No 76

I (1) 35

(2) 3

(3) 2

(4) 0

(5) 3

II

A Yes 67; No 52

B (1) 17

(2) 15

(3) 35

C Yes 95; No 21; No answers 3

D Elective 81; Required 97 (see p. 20)

E 1/4 17; 1/2 14; 3/4 14; all 46.

H Yes 52; No 47; No answer 20

J Yes 31; No 27; No answer 61

L (1) 83

(2) 83

(3) 58

(4) 70

(5) 45

(6) 10

M 1/4 5; 1/2 24; 3/4 44; all 39; no answer 7.

III

A Yes 63; No 56

B (1) 35

(2) 45

(3) 30

(4) 10

C Yes 60; No 56; No answer 3.

D (1) 9

(2) 10

(3) 8

(4) 21

(5) 2

(6) 41

E Yes 100; No 11; No answer 8.

F (1) 57

(2) 58

(3) 32

(4) 31

(5) 50

NORWOOD HIGH SCHOOL

NORWOOD, MASSACHUSETTS

March 27, 1936

Your name has been given me as one who would be able to help in the matter of securing information concerning citizenship training in public high schools.

As you are very likely aware, we hear and read about "riots at football games", "fist fights on basketball floors" or hockey rinks, and, in general, public annoyances and disturbances of different descriptions arising, for the most part, from the behavior and conduct of our high school students of today.

In short, the general topic of Citizenship, closely allied to character training, has become a very timely subject in our educational world, and I am endeavoring to find out what, if anything, is being done in citizenship training to offset this prevailing situation.

Would you be willing to fill out the enclosed checking list which has been planned so as to consume not more than ten minutes of your valuable time? By so doing, I will be greatly assisted in gathering data for my Master's thesis at Boston University. You might feel that some school man in your system could do this for me.

If you know of any school systems where some good work is being done in citizenship training, I would greatly appreciate your letting me know. Thank you kindly for whatever assistance you can give me.

Very sincerely yours,

(Signed) Herbert H. Archibald

Principal

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